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Surabaya, 25 Januari 2011

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ABSTRACT

**Faiza, 2011 : Using Debate Method to Improve Speaking Ability at The Second Grade of SMA GIKI 3 Surabaya
Advisor: Dra. Irma Soraya, M.Pd.**

Key words : Debate method, speaking ability

When studying English, learners have to master four English skills, are listening, speaking, reading, and writing. A few of them considered that speaking is one of the difficulties things, not only because English is as foreign language, but also because many teachers who do not know how to teach really speaking. The teachers only ask to the learners to practice some aspects of linguistic knowledge, production skills, or some socio-linguistic. In fact, absolutely the goal of teaching speaking is the learners can communicate each other. At the second grade of SMA GIKI (Gita Kirti) 3 Surabaya, English teacher doesn't give more chance of practice speaking, only ask to practice some expressions. Furthermore, the students' speaking score is mean of standardized score is 7. Therefore the writer wants to apply Debate method as active learning form and wishes the students' speaking ability can be improvement.

From the case above, the researcher wanted to know three problems. First, How debate method be implemented at the second grade of SMA GIKI 3. Second, How the progress of students' speaking ability after implementing debate method. Third, How students' responses about debate method.

This research used Classroom Action Research design. The researcher took subject by using chain sample. To know the implemented debate, the researcher used observation check list and field note. While to know the progress of students speaking ability, the researcher measured it by using speaking proficiency measurement. The last, to know how the students' responses, it used questionnaire.

Based on the result of research, the implementing debate is influenced by topic given, debate technique, and teaching learning process. After doing thrice debate, the students' speaking ability is improvement. A student from 3 into 3+ level, a student from the level of 2+ into 3+, a student's from 2+ into 3 level, and five students from 2 into 3 level. Besides, the students agree that debate method can improve speaking ability. It based on the result of questionnaire that voted 100% of students consider that debate can improve speaking ability.

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CHAPTER 1

INTRODUCTION

A. Background of The Study

When era has changed, the technology which is sophisticated progressively, human being who is more modern with many brilliant views, claiming the existence of someone to be the part of the world. This matter can be realized if someone can interact with other country.

So, the interaction is an important thing for us. It can only be conducted by someone who has an ability of foreign language. Like an expression calling that language is the window of word. This is very precise hence someone owning language, especially foreign language, will be able to open the eyes and mind to see the external work which is longer progressively. On the other hand, someone will have a key to open the door of science which the most of science born and grow in the country that use English as their national language and of course the science books also are written in English. So, English can be called as one of bridges to success in live.

Furthermore, the learning of foreign language is an important thing for everyone because it is used to communicate with foreigners in order to understand with other culture and to help personal horizon that is larger. Moreover the free trade market will happen in the future on which everyone will

analytical, logical and critical thought. Therefore the teacher must find the good and correct solution in teaching learning process by using a method that can stimulate them to be active students in the English class.

There are many ways to teach speaking. Among others is debate method. Debate is a method of interactive and representational argument that requires two competitive opposing sides to support and against motion. The one which supports the motion is called Affirmative side, the other one is called negative or the opposition side. This method is offered by Thornburry and Malley for English teacher when teaching speaking. Furthermore, in Silberman's book "*101 strategies to teach any subject*", Debate included one of active learning methods which can be a choice for the teacher.

At the second grade of SMA GIKI 3 Surabaya, teacher usually teaches English focusing speaking by answering the question and simple dialogue. The writer think that the students actually need different form to learn and increase speaking ability because based on the mean of speaking score that they get is 7, while standardized minimal score used in the school is 7. The teacher should make the subject is more attractive that can give new motivation to the students. Therefore the writer tries to apply a new method in speaking class at the second grade of SMA GIKI 3 Surabaya by using debate method and hopes that debate is a good method to overcome few difficulties for English learner in speaking ability.

Moreover, based on the syllabus of the second semester at the second grade of Senior high school, the material has the purpose of creating the students to be able to deliver the opinion. Therefore debate becomes one method which there is delivering and breaking argument or opinion.

Debate method is also had been applied in many places. Such as in the several schools, courses, and cottages. As a research of debate as extracurricular activity that has been done by Jihaduddin Awwal in SMU Dharma Siswa Waru, Sidoarjo in 2006, the result of research stated that debate method can increase and improve students' speaking ability. It is proved based on the result of the measurement using speaking proficiency measurement, at the first debate the students' scored varied from the level of 2 to 2+. It means that they have possessed the capability of participating speaking activity and having enough self assurance in delivering ideas. Then when the research entered the last meeting, the students' was at the level of 3 to 3+. In this level, the students were able to take part in most formal and informal conversation on practical, social and any professional topics.

Based on the questionnaire that had been separated by Jihaduddin Awwal to the students showed that majority of the students stated that debate can make them be more active to speak and think analytically, logically, and critically. Moreover, Maria Cecilia Ferraro has voted opinion of debate to a lot of people from several countries, such as Netherlands, Pakistan, Russia, India, Hongkong, Brazil, Indonesia, etc. by internet. 99 percent stated that debate is

very useful to improve and increase speaking ability. They also believe that it is a good and important method for learner.

Because of its benefits, nowadays debate becomes familiar for students and students of university. Furthermore debating championships have been often held in regional, national, and international levels, such as EJVED (East Java Varsities English Debate), NUEDC (National University English Debating Championship), and so on.

Thus, the writer concludes that debate is the important method in education because it will stimulate and make the students speak up in the class. Therefore this method can be a tool to improve and speaking ability for the learners which they can practice English frequently inside. The researcher is attractive to do it and curious to know how big benefit debate method if applied at the second grade of SMA GIKI 3 Surabaya.

B. Statement of The Problem

Based on the background of the study above, the writer would like to formulate the following problems:

1. How is debate method implemented at the second grade of SMA GIKI 3 Surabaya?
2. How is the progress of the students' speaking ability after debate method be implemented?
3. How is the students' responses after debate method be implemented?

C. Objective of The Study

1. To know how debate method implemented in the speaking class for the second grade of SMA GIKI 3 Surabaya is.
2. To know how the progress of the students' speaking ability after debate method be implemented is.
3. To know how the students' responses after debate method be implemented are.

D. Significance of The Study

Researcher hopes to be able to give contribution to teacher, so that debate method can be used as alternatively method in teaching of speaking class which is useful for developing creativity and motivating student and enrich method of speaking class, especially towards oral communication.

Besides, so that learner's aim in speaking class can be materialized maximal that is can mutual communicating and interacted well, either in class and their environment.

E. Scope and Limitation of The Study

1. The scope of this study is limited to the second grade of SMA GIKI 3 Surabaya.
2. This study only focuses on the use of debate method at the second grade of SMA GIKI 3 Surabaya.

F. Definition of Key Terms

- ### 1. Improve speaking ability

To make the students' accent, grammar, vocabulary, fluency, and comprehension are better. Moreover, to create the students are more confidence and active to speak English.

- ## 2. Debate method

Debate is a method of speaking giving and defending arguments on certain topics which is done by two opposing teams. They are affirmative team who agrees with the motion and negative team who disagrees with the motion.

3. Speaking proficiency measurement

Speaking proficiency measurement is a way to measure and know students' speaking ability. Every debate meeting, the students' performance will be given score based on the rules.

Weighting Table

Proficiency Description	1	2	3	4	5	6
Accent	0	1	2	2	3	4
Grammar	6	12	18	24	30	36
Vocabulary	4	8	12	16	20	24
Fluency	2	4	6	8	10	12
Comprehension	4	8	12	15	19	23

CHAPTER 2

REVIEW OF RELATED LITERATURE

This chapter presents review of related literature which is considered necessary to analyze the data. They are speaking ability, teaching of speaking, the definition of debate, debate method and speaking ability, the materials selection for the debate, and speaking proficiency measurement.

A. Speaking Skill

According to Florez, Speaking is “An interactive process of constructing meaning that involves producing, receiving and processing information”.⁹ Tarigan also has cited in Jihaduddin’ thesis that “Speaking is an ability of saying articulation sounds based on in order to express, state and deliver thoughts, ideas and feeling.”¹⁰ So, speaking becomes one thing that can influences to the human’s live, which they can interact each other.

The success of any exchange is influenced by speaking ability in which the speaker must be able to anticipate and produce the expected pattern of specific discourse situations.

Thus speaking is process of interaction between speaker and listener to give a message each other. As picture below:

⁹ Kathleen M Bailey, *Practical English Language Teaching: Speaking International Edition*. (New York: The McGraw-Hill companies, 2005). Page: 2

¹⁰ Jihaduddin Awwal. *Debate as technique to improve speaking ability in SMU Dharma Siswa Waru Sidoarjo*, (Surabaya: UNESA S-I Unpublished thesis, 2006), Page: 11

a. Imitative

It is a type focusing on some particular element of language form. The method which takes part of this type is *drilling*. Here, the teacher gives an example, while the students listening what the teacher said and repeat later. There are several ways for using drill. For instance: the teacher gives the simple and short word to the learner, do not force the learner to speak but give stimulation, etc.

b. Intensive

This type is designed to practice some phonological or grammatical aspect of language.

c. Responsive

Responding questions can stimulate the learner to be more communicative in the class. It can be applied by asking questions or comments.

Example: T: What do you think about Tajmahal building?

S: I think it is the great building in the Asia.

d. Transactional (dialogue)

In this type, the teacher gets more communication from the learner in the class, where the learners apply a simple conversation about certain topic. They talk and give specific information each other.

thinking of less ability in speaking which also influence them to say something.²¹

In addition, Dulay, Burt, and Krashen cited in Setiyadi described types of errors for students who learn foreign language speaking:²²

- a. Omission: Leaving out something in the perfect sentence;
- b. Double markings: Putting same items in one sentence;
- c. Regularization: Using regular form in the verb that should be irregular form;
- d. Simple addition: Adding an item that should be disappear;
- e. Misformation: Incorrect form in a morpheme;
- f. Archi-form: Using one thing of a group to represent others in the group.
- g. Misordering: Do not put the morphemes properly.

4. The Role of Teacher and Student in Speaking Class

If we talk about the teaching learning process in the class, we must be known the actors playing the inside. They are teacher and students. Both have each role and job which has to be done so that the purpose of teaching learning can be achieved.

Setiyadi concluded that the most common role of the language teacher is:²³

²¹ Ibid, Page:8.

²² Ag. Bambang Setiyadi, *Teaching English As A Foreign Language*, (Yogyakarta: Graha Ilmu, 2006), Page: 18

²³ Ibid. Page: 18

Besides, Setiyadi also explained the role of the students in speaking class, are:²⁵

- a. Learners have to concept their aim of learning and be responsibility to it.
- b. Learners have to focus on their own progress. Learners should know their error and can evaluate it.
- c. Learners have to be able to interact with others. They shouldn't be passive in the class because it only made them be loss.
- d. Learners have to be able to trainer to others. They can take and give information each other.
- e. Learners have to study from anything around them. Many things that can be obtained by the learners to improve their knowledge.

5. Speaking Proficiency Measurement

Measurement or testing of speaking ability is the important thing to the teacher who feels a need to improve speaking ability in English class. As Madsen have uttered that there are two importance of testing for the students. The first, he stated that "Test can help create positive attitudes toward your class" and the second, "English tests can benefit students is by helping them master the language."²⁶ This matter with reference to make-up of natural by student during learning in order to the teacher know how

²⁵ Ag. Bambang Setiyadi. *Teaching English As A Foreign Language* . (Yogyakarta: Graha Ilmu, 2006).
Page: 18

²⁶ Harold S Madsen, *Techniques in Testing*. (New York: Oxford University Press, 1983). Page: 4.

Grammar

1. Grammar almost completely incorrect.
2. Frequent errors showing control of very few major patterns and frequently preventing communication.
3. Producing some errors showing some major pattern uncontrolled and causing sometimes misunderstanding.
4. Infrequent errors make spoil control of some pattern but no miscomprehending.
5. Perfect speech although only some errors.
6. Only once or twice error when speaking.²⁷

Next researcher knows the score of each student by weighting table.²⁸

Weighting Table

Proficiency Description	1	2	3	4	5	6
Accent	0	1	2	2	3	4
Grammar	6	12	18	24	30	36
Vocabulary	4	8	12	16	20	24
Fluency	2	4	6	8	10	12
Comprehension	4	8	12	15	19	23

Table 1. Weighting Table

²⁷ Arthur Hughes, *Testing for Language Teachers*, Second Edition. (Cambridge: Cambridge University Press, 2003), page: 133.

²⁸ Ibid, page: 132

The total score will be converted into the conversion table. Therefore the researcher will know the progress of the students speaking as well as their FSI level (Foreign Service Institute).²⁹

Conversion Table

Total Score	FSI Level
16 – 25	0+
26 – 32	1
33 – 42	1+
43 – 52	2
53 – 62	2+
63 – 72	3
73 – 82	3+
83 – 92	4
93 – 99	4+

Table 2. Conversion table

From the FSI level, the researcher will know description of the students below:³⁰

LEVEL	DESCRIPTION
0	Unable to function in the spoken English language
0+	Able to satisfy immediate needs using rehearsed utterances
1	Able to satisfy minimum courtesy requirements and maintain very simple face-to-face conversations on

²⁹ Ibid, page: 133.

³⁰ H. Douglas Brown, *Language Assessment Principles and Classroom Practice*, (USA: Pearson Education, Inc., 2004), page: 174.

	familiar topics
1+	Can initiate and maintain predictable face-to-face conversations and satisfy limited social demands.
2	Able to satisfy routine social demands and limited work requirements
2+	Able to satisfy most work requirements with language usage that is often, but not always, acceptable and effective
3	Able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics
3+	Often able to use the language to satisfy professional needs in a wide range of sophisticated and demanding tasks
4	Able to use the language fluently and accurately on all levels normally pertinent to professional need
4+	Speaking proficiency is regularly superior in all respects, usually equivalent to that of a well-educated, highly articulate native speaker
5	Speaking proficiency is functionally equivalent to that of a highly articulate, well-educated native speaker and reflects the cultural standards of the country where the language is spoken

Table 3. FSI level

B. The Definition of Debate

Debate is a type of role-play where students are asked to take sides on an issue and defend their position.³¹ This activity helps the students who want to increase their thinking. Krieger stated that “Debate is an excellent activity for language learning because it engages students in a variety of cognitive and linguistic ways.”³² So, debate can present opportunities for student to engage in using extended chunks of language to convincingly defend one side of issues.

As what has explained before, that debate is an activity that doer is claimed to maintain their position, either proposition group which is called Affirmative and opposition group which is called Negative by giving logical arguments and to break opinion of their opponent. They have to provide facts and evidences to strengthen their arguments.

Below is procedure of debate which is usually applied in the classroom:

1. The teacher gives a few statements relating to the controversial issue.
2. The student is divided into two groups consisting of affirmative and opposition group.
3. From two sides, the teacher divides some sub affirmative and sub opposition groups.

³¹ J. Michael O' Malley & Lorraine V. P. *Authentic Assessment For English Language Learners*. (USA: Addison-Wesley Publishing Company, inc, 1996)

³² Daniel Krieger, *Teaching Debate to ESL Students: A Six-Class Unit*. (*The Internet TESL Journal*, 2005). (Online), vol. XI, No. 2, retrieved 13 October 2009

RESEARCH METHODOLOGY

A. Research Design

“This may be partly because of the strong claims that are generally made about action research as a process for enhancing reflective practice and professional growth and development”.⁴⁸

1. Planning is to increase what will happen;
2. Action is form of planning;
3. Observation is the result of action in the field of research;

[illegible]

1. Planning stage

This stage is done to prepare situation which involves growing practical of action for collecting data. It has the function of testing a particular course of action and gathering data on the outcomes of this action. Here, the researcher will use lesson plan which consist of three steps: pre-teaching, while-teaching, and post-teaching. (See appendix I-III).

2. Implementing stage

As planning that have been made, the researcher collaborate with the teacher to do debate activity in the classroom. The teacher will explain about debate and its rule. After debating is over, the teacher will give evaluation to the students about grammatical errors, mispronunciation, and unsuitable vocabulary. The researcher will observe during debate activity.

3. Observing stage

During debate process, the researcher will observe the classroom by using the observation check list to know the target of debate, including topic, technique of debate, and teaching learning process. She will also record what the students' speech which will be used to measure the progress of speaking ability every meeting.

4. Reflecting stage

In this step, the researcher and the teacher will think during debate activity about all planning that have run, which thing that is still less or uncommitted is. Here the researcher and teacher will have to solve and repair those things in

2. Analytical Scoring

This instrument is a speaking proficiency measuring the students' speaking ability during doing debate method. It used Oller's speaking proficiency measurement which has several supporting components, such as accent, grammar, vocabulary, fluency, and comprehension. It used to measure the progress and improvement of the students' speaking proficiency. As what had been explained before that those components would be summed. Then it was matched to what level that student get based on the FSI level.

3. Questionnaire

This instrument used to know students' response towards to use of debate in English class focusing speaking. Those were comments concerning topic was one of the important factors to reaching of active debate and comment concerning debate was method able to improve speaking ability.

E. Data Collection Technique

The researcher collected the data by observation, recording, and questionnaire. In the observation, there were four steps that had been done by researcher. They were plan, act, observe, and reflect. The researcher observed directly the students' while they were in debate activity. Therefore, if found a problem or the weakness from the implementation of debate activity such as ineffective and inappropriate, the researcher created treatments and fixed the

F. Data Analysis

After collecting the data, the researcher analyzed the data obtained from three meetings. Concerning the students' speaking proficiency, the researcher did several steps. The first, every subject got the score based on Oller's speaking measurement of their accent, grammar, vocabulary, fluency, and comprehension. The second, these scores of all criteria were summed at every debate meeting. The third, the scores was showed the progress of speaking ability for debate meeting, which it was converted by FSI model.

To know the student of university's responses, the researcher used the questionnaire. It was analyzed by using percentage technique. The sum of the students' responses of one question was divided by the number of the students and multiplied by 100%.

CHAPTER 4

RESULTS AND DISCUSSION

This chapter contains the description of the data obtained. To answer the statements of the problem, the implementation of debate method, the progress of the students' speaking ability after debate method be implemented, and the students' responses of debate method, the researcher will describe the data from the observation and questionnaire and the data from the assessment showing the student's speaking improvement during the implementation of debate.

A. The Data from Observation

The researcher applied the debate method for three meetings which is three cycles. As what have been explained in chapter three that one cycle consist of four stages: planning, implementing, observing, and reflecting.

For observing stages, the researcher has criteria of each point in observation check list.

NO	TOPIC	
1	The topic is understandable	
	a	The students know the topic and its circumstance
	b	The students can discuss the topic with their group well
2	The topic is interested for students	
	a	The students look enthusiast and have spirit when debating the topic

	b	The students enjoy during debate process
3		The topic is debatable
	a	The students can give some arguments supporting the topic to defend their position
	b	The students can give some arguments supporting the topic to break their opponents' argument
4		The topic can stimulate the students to be an active speaker
	a	The students always respond the opponents' argument
	b	The students always fill the chance of time to deliver their idea
NO		TECHNIQUE
1		The students can apply the debate method well.
	a	The students try to defend their position and attack their opponent
	b	The student can cooperate with their team
2		The students think critically.
	a	What students deliver, they always use critical argument which they give deep reaction to each argument.
3		The students think logically.
	a	What students deliver, they always use logical argument which they give the strong argument and can be accepted by brain.
4		The students think analytically.
	a	What students deliver, they always use analytical argument which they give organized argument, one statement to other relates each other.
5		The students can speak English actively
	a	The students always try to speak what in their mind.
	b	The students always respond the opponent said

6	The debaters explain their arguments	
	a	The debaters make clear what they deliver.
	b	The debaters assure their argument by providing the facts, examples, or evidences.
	c	The debaters give their arguments that are relevant with the topic given.
7	The debaters appeal the emotional acts	
	a	The debaters use their gesture to assure the listener.
	b	The debaters use their appropriate expression when speaking.
8	The debaters are very enthusiastic when are in the debate activity	
	a	The debaters enjoy during debate process
	b	The debaters looked spirit when debating
9	Flow sheet help the students to deliver the arguments	
	a	The students make a few points to help them to concept what will they deliver
	b	The students do not make written speech and read it when speaking.
NO		THE TEACHING LEARNING PROCESS
1	The teacher introduces and explains about debate and its rule	
	a	When Pre-debate, the teacher gives known to the students about the circumstance of debate.
	b	When Pre-debate, the teacher announce who are affirmative and opposition group.
2	The teacher explains the topic of debate well	
	a	The teacher tells background knowledge of topic to the students.
	b	The teacher gives some clues of topic to the students.
3	The teacher gives some motivations to the students	

	a	When post teaching, the teacher motivates all students to speak more.
	b	The teacher motivates the students who are passive.
		The teacher gives reward to the winner group.
4		The teacher observes debate activity
	a	The teacher always observes during debate run.
	b	The teacher makes a note for some students' error.
5		The teacher helps the students' difficulties
	a	The teacher responds a few questions from students.
	b	The teacher help the students' difficulties, for instance what correct vocabulary is, how to pronounce, or how the correct grammatical.
6		The teacher give comments and corrects the students' error
	a	When post teaching, the teacher comments to the students' action.
	b	When post teaching, the teacher shows some errors and corrects them.
7		The students speak loudly and clearly
	a	When speaking, the students can produce hard voice.
	b	When speaking, the students will repeat what they tell if it is not clear.
8		The students speak English well
	a	The students speak grammatically.
	b	The students choose and use the correct vocabulary.
	c	The students pronounce the word rightly.

Table 4. Criteria of observation check list

raping case in Indonesia. She stimulated the students to think about what she told and who is actually blamed in raping case. While explaining, she also wrote some clues of word relating about the raping case. Such as tight dress, bad desire, sexy clothes, polite clothes, weak religion, girly, and so on. After that, she explained about debate method and its rules. She gave the topic of debate by the title "That the man who is blamed in raping case". Each group would be determined who are Affirmative and Negative group by the teacher randomly.

After debate running, the teacher gave some evaluations of debate to the students. She gave corrections of error grammatical, unsuitable vocabulary, and mispronunciation.

c. Observing stage

During debate method applied, the researcher observed the topic, the technique, and the teaching learning process.

At the first meeting, the title of debate was “That the man who is blamed in raping case”. The students understood about the topic given. They were interesting because they know it well. The topic was debatable and stimulated them to be active and critical, logical, and analytical thinker.

The students could apply debate well. They could think critically, logically, and analytically in giving arguments and breaking opponent arguments. When delivering arguments and thinking ideas, the

debaters could do both independently. They always provided some examples, evidences, or facts strengthen their arguments. What they delivered was always relevant with the topic. Flow sheet helped the debaters very much to deliver the arguments. Moreover, they were looked enthusiastic when doing debate.

Nevertheless, only a few students who were active in debate, most of them could not speak English actively. The debaters also could not explain their argument widely. They got difficulties in developing their arguments, usually only main point of argument that they delivered. Besides, they didn't use emotional acts when debating. They were not also confidence if had to use gesture when speaking. Flow sheet very helped the debaters in delivering their ideas, but unfortunately, many students also wrote what they would speak. It looked like reading in speech, not communicating. So, that make debate was ineffective.

Here, the role of the teacher was very important for debate method. At that time, she introduced debate and its rule well. She explained it by using understandable and simple word. Who are Affirmative and Negative group was determined by the teacher randomly. She observed the debate running. So, she could help the students who got the difficulties, motivates students who had to be more active, and give comments and correction of students' error in grammar, vocabulary, and

grammar. She also gave the motivation for the students who were active during debate so that they can more increase their speaking ability.

In speaking English, most of the debaters still had many mistakes in grammar. They also had many mistakes in using vocabulary and pronouncing the words.

d. Reflecting stage

There are many things which has to be fixed so that to be better in the next debate. The first, several students still got difficulty to speak actively because they were not accustomed speak English yet. There was one student who predominated in debate. She tended to responded the opponent the argument fast. So, it decreased her friends' chance to deliver arguments. Because of that, the researcher solved that solution with the teacher by making decision that the debaters would deliver their arguments alternately. So, the researcher hoped to this way could make the debaters had the same chance in speech.

The flow sheet which helped to debaters delivered speech filling only the points of argument, should not be made by the debaters a text speech which readily to read. They should be could develop their outlines or points by using their own words. Here, the researcher planned to provide one sheet paper for debaters so that they only wrote the outline or point, no more. The teacher also explained about the function of flow

Furthermore, based on the observation, the majority of students still had the weak capability. They often produced ungrammatically and mispronunciation sentences. Their speech also wasn't fluency yet, they were frequently hesitant and jerky when speaking.

2. The second cycle

a. The planning stage

The second debate would be applied on the Monday, 24 May 2010. At this stage, the teacher would apply the second debate. The researcher hoped that the lacking of debate at the last time would be able to decrease or vanish. The first, the teacher would be greeting to the students. She reminded to the students to some corrections of grammar, vocabulary, and pronunciation and more be careful to them. Besides, the teacher would explained the really function of the flow sheet. The researcher and the teacher would practice how to do debate and to use the emotional act. Then, she would explain the material relating to the topic of debate. It aimed to stimulate their background knowledge. The teacher would give the topic of debate "That National examination should be vanished". With the same group, the teacher would determine who were Affirmative and Negative group. While the students did debate, the teacher would observe the debate running in order to she could give some evaluations to the students and help them when got some difficulties. After debate ending, the teacher would give some corrections of

grammar, vocabulary, and pronunciation. She would give motivation to the students, especially who are still passive.

b. The implementing stage

At the second debate, firstly the teacher did greeting in the class. She remembered to the last debate on which there were some students who were passive so that they were better and be able to speak louder than before. Then the teacher and the researcher practiced debate so that the students understand how to do truly debate and to use the emotional act.

Then the teacher told an issue about the pornography and porn action happened in Indonesia. She stimulated the students to think what government should do to overcome this problem. She immediately mentioned the topic of debate and wrote some words which were clues relating the topic. She also determined who Affirmative and Negative group were in each group. To prepare the strategic of debate, the teacher asked to the students to discuss with their group first.

When the debate ended, the teacher gave some evaluations of debate running. She commented and corrected the some students' errors of grammar, vocabulary, and pronunciation. Moreover, she motivated to all students to keep spirit in applying debate.

c. The observing stage

At the second debate, there are many changes of applying debate. Most of the debaters used their chance of speaking well.

The students understood about the topic given. They were interesting because they know it well. The topic was debatable and stimulated them to be active and critical, logical, and analytical thinker.

Debate could be applied by the students well. They could think critically, logically, and analytically when giving arguments and breaking opponent arguments. To deliver arguments and think ideas, the debaters could do both independently. To strengthen their arguments, they always provided some examples, evidences, or facts in order to more persuade and break their opponent. What they delivered was always relevant with the topic. Flow sheet still helped the debaters very much, they could made a concept first before delivering the arguments. Moreover, they were looked enthusiastic when doing debate.

Many students who are at the first debate, they are a passives. In contrast, at the second debate a few students looked more active than before. The debaters also could explain their argument widely. Unlike at the last debate on which the debaters got difficulties in developing their arguments, but at this time, they could develop what they delivered. Besides, they use emotional acts when debating. They were more confidence if had to use gesture when speaking.

to the students at next debate. When speaking they should explore their voice maximally so that what they delivered could be received by listener well.

In brief, at the second meeting, the students had showed their better performance than before. Their speaking ability had started to look.

3. The third cycle

This is the last cycle being the top of research of debate method.

a. The planning stage

In this stage, the researcher hoped to this meeting could be the best of meetings. As usual firstly, the teacher would do greeting to the students. She would give warming up to the students by telling something relating to the topic debate at that time. She tried to stimulate the students to think what actually happen and what the best solving problem to the case. The topic which would be provided was "That the National Examination should be vanished". With the same group, she only would determine students who were the Affirmative and Negative group. To help them in preparing debate, the teacher would asked the students to discuss first in order to they could prepare the strategy to defend the argument and break the opponent argument. She also would write some clues relating to the topic in order to lead the students' background knowledge. During debate, the teacher and researcher would do their job self. After debate ending, the teacher would give some comments about

their debate performance, including their grammar, vocabulary, and pronunciation. Motivation also would be delivered by the teacher in order to the students could keep practice English.

b. The implementing stage

At the last debate, firstly, the teacher greeted to the students. She asked to the students to gather with their each group as the last debate. Then, the teacher told about National examination, especially in Indonesia. She stimulated the students to think about what she told. While explaining, she also wrote some clues of word in order to help the student's background knowledge. She gave the topic of debate by the title "That National Examination should be vanished". Each group would be determined who are Affirmative and Negative group by the teacher randomly.

After debate running, the teacher gave some evaluations of debate to the students. She gave corrections of error grammatical, unsuitable vocabulary, and mispronunciation.

c. The observing stage

At the last debate, the debaters gave their best performance. The speaking ability had achieved by them, though they still had to study and practice more.

As the first and the second, at the third meeting topic always was understood by the students. It was interesting because they were

familiar with the topic. While the given topic was debatable and stimulated them to be active and critical, logical, and analytical thinker.

Here, the students applied debate well. When giving arguments and breaking opponent arguments, the students could do it critically, logically, and analytically. What they deliver, it was independent. To strengthen their arguments, they always provided some examples, evidences, or facts in order to more persuade and break their opponent. What they delivered was always relevant with the topic. Flow sheet still helped the debaters very much, they could made a concept first before delivering the arguments. They also were looked enthusiastic when doing debate.

At the third debate a whole students were active in doing debate. They also develop the arguments to strengthen what they deliver to the opponent. Besides, the emotional acts always applied when they speaking. So, they looked very confidence.

Flow sheet very helped the debaters in delivering their ideas. They didn't write again what they would speak. So, they did debate effectively.

As debate before, the teacher had the important role in debate method. At the first time, she explained who were Affirmative and Negative group was determined by herself randomly. She observed the debate running. So, she could help the students who got the difficulties.

The subject in this research consisted of eight students. They are student 1, 2, 3, 4, 5, 6, 7, and 8.

1. The First Cycle

Student 1 actually had the good speaking ability. At the first debate, she showed the best performance from the others. She was very active and confidence in delivering argument. So, it made she predominated in her group. She produced the good pronunciation, although it was not perfect. At that time she could not pronounce “should” truly in her sentence “*The man should keep his attitude*”. Though “should” word should be pronounced /ʃud/. Moreover she also couldn’t pronounce “can” which the true was /kæn/.

Choosing the vocabulary was good enough. Student 1 used the dictionary which helped her to deliver the statement or argument widely. She made the debate process more effective by supporting the fact or the case which could break the opponents' opinion. She gave the case of Baykuni who had raped many young girls.

In grammar, she often made errors because spontaneity she said the argument without sufficient preparing, although she made outline to concept her idea first. For the example: When she said “.....*Why he do that? Actually the girl is still young. She is student....*” She made the wrong sentence. She should say “why did he do that?”, not “why he do that” because she explained the fact in the past time and interrogative form. Moreover she said “Indonesian people” which should “people” is omitted.

When the opponent delivered the argument, she could catch the point easily. So, she did not need much time to understand the opponent argument. She always gave the strong argument by providing the proof, the fact, or the example. It was the good job for her. Moreover, what she spoke, it was always delivered enough fluently. She needed several times to arrange the words so that made the complete sentences.

Basically all students wanted to show the good performance when debating. But, it was not supported by the speaking ability. As student 2 who tried to be active in the debate, although she had less speaking ability. At the first debate, student 2 got the difficulty in delivering the argument. She made a note which was written text to be read when delivering opinion or arguments, but not all. That way was done because she could not utter something directly; she tried to say as correct as possible.

Student 2 got the some problems in pronouncing word. Not only had mother tongue that make her got the difficulty in pronounce English word, but also speaking English is not accustomed for her. She couldn't pronounce several words truly. Such as wear /weər/, persuade /pə'swɜ:d/, skirt /skɜ:t/, mistake /mɪ'steɪk/.

Like accent, some grammar errors were also got by student 2. For example: Skirt short, student 2 should say short skirt. The woman wear in her sentence "*the woman wear tight dress or mini dress*", it should be "the woman wears tight dress". The verb uses s because the woman is singular and

the sentence is simple present. She also said “*the woman don’t have the problem*”. It should be “the woman doesn’t” because does is followed by woman. Furthermore she often put “her attitude” when it backed to the man. In truth the possessive for singular male was “his”. So she should say “his attitude” not “her attitude”.

To catch the point of what the opponent deliver, she couldn't do it easily. She frequently asked the speaker to repeat what he/she say. It showed when she responded student 1's statement for twice. Firstly, student 2 wanted to affirm what student 1 said: "You mean that woman don't have the mistake and the man must keep the attitude?" Secondly, she asked to student 1 to repeat what she said: *"What? I don't understand what you mean!"*

In vocabulary, she used the simple vocabulary which was very limited. There wasn't marginally speech. For example when she said: "*while the woman also have attitude like that, always sexy girl*".

Student 2 speech was very slow. She couldn't speak fluently in long sentences. She frequently needed much time to think and arrange what will she said.

Student 3 was only one man student who was as subject in this research. His speaking ability was almost equal with student 2's. But, here he looked more silent because student 1 was his group who was the most active from other debaters. He would say something if the teacher supported him to

deliver the argument or opinion. His grammar and pronunciation were still less weak.

There were many mispronunciation words in student 3's speech. Such as: think /θɪŋk/, woman /wʊmən/, wear /weər/, clothes /kləʊðz/, and love /lʌv/.

Moreover his grammar wasn't so good. He got some errors in grammar. As when he said "*He do it because the woman wears sexy clothes always*". In one his statement above, there were two errors that he had. Firstly, he said "He do", it should be "he does" because it was simple present tense. Secondly, in "*the woman wears sexy clothes always*", "always" word should be moved after the subject. So the true is the woman always wears sexy clothes".

Student 3 frequently asked few people to repeat what they said. For instance: "*Slowly please!*", "*repeat again!*". He wanted repetition so that he could soon understand and give respond.

Student 3's fluency was as same as student 2's. He couldn't utter the long sentences fluently. Thus, he sometimes made the short sentence in order to could speak more fluent. The researcher hoped student 3 could increase his speaking ability after doing the next debate.

Student 4 included the active debater in the class. She applied debate was very careful. She made outline or simple note to help her when delivering arguments. But, she sometimes read what she would say.

In pronunciation and grammar she could produce well enough, although still got some errors. She had pronounced the words incorrectly. For instance: argument /'ɑ:ɡjument/, woman /wɪmɪn/. Grammar also got errors in a few sentence. For example when she said three sentence below: *"If the woman use the long dress, polite dress, I am sure the man will not persuade her"*, *"what is the reason the man rape the woman"*, and *"because the woman increase man... man's desire"*. Because of the tenses is simple present and the subject is singular, the verb should use "s", be uses, rapes, and increases.

At the first debate, student 4's speech was less fluency. It proved when she spoke in several sentences was frequent hesitantly. For example:

".....because the woman increase man... man's desire"

While in vocabulary, she used the dictionary to help her in order to get the correct words. She did not get the difficulty of understanding the opponent's argument. Besides, she also produced the speech fluently enough.

Student 5 actually was the best students at the second grade on science department. Unfortunately, she was demure, so it made her speaking ability was hampered. But she overcame it well. She always tried to be active for responding the opponent's argument. Her voice was not loud when saying something, so it often made the opponent asked her to repeat her speech. There was no difficulty of grammar and pronunciation for her. But she needed to increase them more so that got the better level of speaking ability.

grammar she got error in modal. She should not input “can” after “should” because both were modal, so “be able to” should be used after “should”. She also used “have” to be verb from woman in the sentence: “*You said that the woman also have bad attitude?*” It should be “has” because it was simple present and woman was singular. Furthermore she also said “I sure” without “am” as auxiliary.

She couldn't give argument widely. So it was one of her weakness at the first debate. Her speech was not fluent yet. She had to more practice speaking English. She sometimes asked the speaker to repeat once more to make her understanding.

Although student 7 tended to look relaxed when debating, she included the student who was active. She had spoken ungrammatically. She had two errors in one sentence “*It difficult if the woman wear the clothes like that*”. First, she didn’t put auxiliary “is” after subject in which was nominal form. Second, the verb “wear” should be uses “s” be “wears” because of simple present.

Her comprehension and fluency were good enough. She seldom asked repetition and rephrasing to the opponent. She could catch the point easily. Her speech included had been fluency enough because in the long sentence she could produce well, although it wasn't perfect yet. Of course she still needed to develop it in order to those components of speaking were better.

She could understand what the debater said as well as the first debate on which rarely needed the repetition and rephrasing. If she was less sure with what she caught, she usually tried to ask with a debater of her group to be more assure her point.

She used qualified vocabularies to discuss interesting something. She supported her idea by providing the case or evidence inside. Thus, it made the debate circumstance was more attractive. For example when she tried to breaking the opponents' argument by showing that the government shouldn't make the law pornography and porn action because there still were many aspect which have to seen, such as: Dolly place in which many woman earned much money from there, Bali Island in which the most beautiful island in Indonesia, Indonesia traditional custom, which a few custom of Indonesia had to open some part of body, and Miss Universe, held every year which could carry the name of Indonesia in International.

In grammar, she made infrequently errors that did not make misunderstanding. Here, she had put auxiliary correctly in interrogative form and only used Indonesian word to say Indonesia people. But she also got the error in the sentence *"If they surfing or sunbathe in Indonesia"*. She should put the verb in that sentence because surfing weren't verb but was object. Another error she put "be" after "must" in the sentence *"I think the tourist must be know about the law of porn action and pornography"*.

Student 4 also put “s” in the end of verb which had singular subject and simple present form. So far she had spoken grammatically, although there were still the errors of grammar in her speech.

At the second debate, she could improve the material well. When she tried to respond what the opponent delivered, she used some examples to break it or some cases to defend her argument.

One aspect also was more increased was comprehension. Student 4 could get the point of what the speaker said easily. Yet she still asked the repetition which it wasn't infrequently.

In contrast, student 4 didn't speak fluently like the first debate on which her speech was frequently hesitant and jerky.

At this debate, her value of speaking proficiency was increased. Certainly she still had the job to progress the six aspects of speaking.

Student 5 was also the student who had the good ability in speaking. Last time the ability was obstructed by her self confidence that made her to get the difficulty to speak. Yet, because of the motivation and supporting from the teacher and researcher, she looked more confidence to speak and to be active debater in debate.

Here, she could more deliver her ideas freely and broke the opponent's view well. What she delivered could stimulate other debater to think more logically and critically because she always prepared the brilliant idea to break the opponents' argument. One of the examples, she defended her

Unlike the first debate on which student 6 frequently pronounced the word incorrectly, at this debate she could minimize her errors by concentrating her speech. If she doubted the word which would she uttered, she usually looked the dictionary or asked to the teacher how to pronounce it. So, she succeed to make her accent was better.

Besides she could give the argument providing the facts. She defended her argument by explaining the consequence will happen to the opponent. Thus, it was one effort to strengthen her position.

For fluency, comprehension, and grammar, she still had to try harder to improve them. One of the example of error grammatical was she didn't put "am" in the nominal sentence "*I sure*".

Student 7 had good ability in speaking, she succeeded to increase the level of aspects. It proved that the speech she produced was infrequent mispronunciation and incorrect grammar, she tried to be more careful in order that she didn't make many errors at this debate. She only got a few grammatical errors. For example, she didn't add "s" in "many cultures" which it should be taken if the noun was plural.

Her accent was also improved because she could produce the speech completely. Besides, the hesitant was seldom appeared in her speech.

Furthermore, she could understand what the other debaters said well, even though she still needed occasional repetition. She didn't want to be misunderstanding to what she caught.

She tried to relate the topic with her view of culture. She said “*if the law of porn action made, it can make the people cannot make expression in self*”. That statement means that the people will feel their action or expression is limited if there is the law of porn action in their country. It was one of the proofs that student 7 could develop the circumstance of topic more generally.

Student 8 was the student who interest to English. It proved that she looked enthusiastic when there was a new method coming in the class, especially debate. In fact her English ability was not too bad and she wanted to make it better. So, it wasn't impossible if she get higher score at the speaking measurement.

At this meeting, her comprehension and grammar could achieve better. Last time, she got the difficulty to find the point, thus she often asked to the speaker to repeat once more what he/she said. Nonetheless it was unlike at the second debate on which she seldom asked repetition or rephrased. Besides, she also infrequently got the errors of grammar.

She still had to improve all aspects of speaking at the next debate.
(See Appendix 19)

3. The Third Cycle

As at the second debate which on the subjects of this research had been observed by researcher. She measured to the components of speaking ability during debate. They are grammar, fluency, comprehension, vocabulary, and pronunciation.

At the last debate, student 1 had showed her best performance. Her error pronunciations were decrease because she produced it carefully. First she couldn't pronounce "National" correctly. She tended to pronounce as pronouncing in Indonesia. After the teacher gave the example to pronounce /'næʃnəl/, she immediately imitated. Finally she could do it well until ending of debate.

In fluency, her speech was occasionally hesitant. She could utter the sentence completely.

She also could understand what the debater said better than two last meetings. She had no repetition again in debate. She could understand and respond what other debaters said soon.

Student 1 succeeded to use some professional vocabularies in her speech which achieve the circumstance of material widely. She had the good argument providing the facts which could defend her position and break the opponent.

In grammar, she made few errors, but it did not make she was fail. She sometimes didn't put "s" in the end of verb and use "have" as verb of singular subject. For example she said *"It just a games government who have a program with UN to make smart people"*. "Have" shouldn't be used when the subject is singular because the sentence is simple present. She should say *"It just a games government who has a program with UN to make smart people"*. Has must be a verb for singular subject. The second example *"I think*

Meeting	Total Score	Number of Student	FSI level
I	43-52	5	2
	53-62	2	2+
	63-72	1	3
II	43-52	1	2
	53-62	3	2+
	63-72	4	3
III	63-72	6	3
	73-82	2	3+

Table 6. The result of FSI level

Based on the result of the first debate meeting, the students' scored showed 5 students had the level of 2. Based on the subcategories of oral proficiency, the level of 2 is the students can satisfy routine social demands and limited work requirements. 2 students had the level 2+, it means that the students satisfy most work requirements with language usage that is often, but not always, acceptable and effective. While 1 student has level of 3, it shows that the student can speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. (Appendix VIII).

When conducting debate for thrice, the students' scored increase into 3 and 3+. Six students got the level of 3. The level of 3 means that the student can speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. On the other hand 2

NO	PERNYATAAN	SETUJU	TIDAK SETUJU
1	Topik-topik debat sangat menarik sehingga membantu anda menjadi aktif dalam debat.	100%	
2	Topik-topik tersebut membuat anda berpikir dan bersikap analitis, logis, dan kritis.	100%	
3	Topik-topik yang disajikan sesuai dengan kemampuan anda berpikir.	90%	10%
4	Cukup mudah dalam mempersiapkan, mengatur strategi, serta mengantisipasi argument.	55%	45%
5	Dalam debat sangat mudah menyampaikan ide secara bebas dan konstruktif.	80%	20%
6	Dalam debat, bekerja sama dengan kelompok adalah hal yang sangat penting	100%	
7	Alokasi waktu yang diberikan cukup untuk menyampaikan argument-argumen.	75%	25%
8	Catatan (Flow sheet) membantu anda dalam menyampaikan argument.	90%	10%

		7. Time allocation can be used to deliver arguments.
		8. Flow sheet is helpful to deliver argument.
C	41% - 60%	5. Delivering idea freely and constructively is enough easy.
		6. Cooperative team is enough important
		7. Time allocation is enough to deliver arguments.
		8. Flow sheet is enough helpful to deliver argument.
D	21% - 40%	5. Delivering idea freely and constructively is less easy.
		6. Cooperative team is less important
		7. Time allocation is less to be used to deliver arguments.
		8. Flow sheet is less helpful to deliver argument.
E	0% - 20%	5. Delivering idea freely and constructively is very less easy.
		6. Cooperative team is very less important
		7. Time allocation is very less be used to deliver arguments.
		8. Flow sheet is very less helpful to deliver argument.
Post Teaching		
A	81% - 100%	9. In debate role of teacher is very important.
		10. The students feel very confidence to

		<p>speak English.</p> <p>11. Debate stimulates the students to be very active in speaking English.</p> <p>12. Debate lead the students' thought is very analytical, logical, and critical.</p>
B	61% - 80%	<p>9. In debate role of teacher is important.</p> <p>10. The students feel confidence to speak English.</p> <p>11. Debate stimulates the students to be active in speaking English.</p> <p>12. Debate lead the students' thought is analytical, logical, and critical.</p>
C	41% - 60%	<p>9. In debate role of teacher is enough important.</p> <p>10. The students feel enough confidence to speak English.</p> <p>11. Debate stimulates the students to be enough active in speaking English.</p> <p>12. Debate lead the students' thought is enough analytical, logical, and critical.</p>
D	21% - 40%	<p>9. In debate role of teacher is less important.</p> <p>10. The students feel less confidence to speak English.</p> <p>11. Debate stimulates the students to be less active in speaking English.</p> <p>12. Debate lead the students' thought is less analytical, logical, and critical.</p>

E	0% - 20%	9. In debate role of teacher is very less important.
		10. The students feel very less confidence to speak English.
		11. Debate stimulates the students to be very less active in speaking English.
		12. Debate lead the students' thought is very less analytical, logical, and critical.

Table 9. Criteria of questionnaire result of technique debate

Based on those distinctions, the researcher described the data of questionnaire result as follows:

Pre- Debate

55% of students considered in preparing and arranging strategy to anticipate opponent argument is easy. It shows that the students are enough difficult to prepare some defending and breaking argument.

While Debate

- 1) 80% of students' opinion stated that the technique of debate was viewed helpful to facilitate the students to deliver ideas freely. In debate, the debaters have to try to explore their critical, logical, and analytical idea as much as possible. There is no limitation for them to say anything what they know.
- 2) 100% of them stated that the cooperative of group is important thing in debate. Basically, debate which is done by the students is a team. They

- 3) 90% of them stated that debate stimulated the students to be able to speak actively. They always respond what the opponents say and soon break it with the strong argument.
- 4) While 100% agreed to debate can create analytical, logical, and critical thinking. They assess what the students' deliver, it always use the analytical, logical, and critical idea.

Below are criteria used to determine the value of the percentages of the responses from students' questionnaire:

LEVEL	PERCENTAGE OF RESPONSES	DESCRIPTION
A	81% - 100%	13. The students are very enthusiast and like this debate method.
		14. Debate method very can improve the students' speaking ability.
		15. Debate is very appropriate method to improve speaking ability.
B	61% - 80%	13. The students are enthusiast and like this debate method.
		14. Debate method can improve the students' speaking ability.
		15. Debate is appropriate method to improve speaking ability.

- 2) 90% of the students felt that after debating their speaking ability is better than before. Debate by debate, they consider that their speaking ability is increased after doing debate.
- 3) Moreover, 100% affirmed that debate is one good method in increasing English speaking ability. Debate method is considered very can improve and develop students' speaking skill.

CHAPTER 5

CONCLUSION AND SUGGESTION

This is the last chapter which will present the conclusions of this research and several suggestions which will give a contribution for the reader, especially for English teacher.

A. Conclusion

1. When implementing debate method in English subject, lesson plan is an important thing as planning form in order to debate can run well. It consists of three steps, are Pre-teaching, While teaching, and Post teaching. First, In Pre-teaching the teacher introduces and explains how to do debate method. Second, While teaching is a step which the teacher observe the students during doing debate. Third, Post teaching is as Evaluating step in which the teacher show and correct some errors. Moreover, topic, debate technique, and teaching learning process are also the important thing, which have to paid attention when implementing debate method.
2. After the researcher applied debate method for three times, she can conclude that debate method can improve speaking ability. Improving speaking proved based on the speaking measurement that measured students' speaking ability for thrice debate.

B Suggestions

The writer has formulated four suggestions for English teacher. They are:

1. Topics given should be up to date, interesting, and needed. It has to be changed every meeting in order to the debaters aren't bored.
2. The teacher doing debate should make a variety of debate. Such as Parliamentary debate, Team Policy debate, and so on.
3. When doing debate, the teacher should always observe the debate run so that can correct the students' errors of grammar and pronunciation directly.

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